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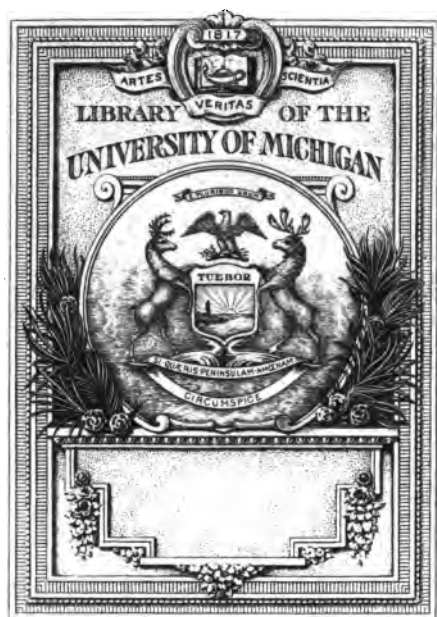
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HOW TO TEACH ENGLISH TO FOREIGNERS

GOLDBERGER




HOW TO TEACH ENGLISH TO FOREIGNERS



BY

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The Mental Equipment of the Immigrant

Our procedure in teaching depends on the content of the pupils' minds. Children come to us with minds stocked with concepts, with their control of language far behind their control of things. The adult foreigner, on the other hand, has a word for most objects in his environment. Moreover, he can, within the limits of his education, express himself more or less clearly, forcibly and beautifully. An object calls for a word both from the child and from the adult. Their response will, however, be different. The English speaking child will say "pencil," the German "Bleistift," the Frenchman "crayon." The problem for the teacher of immigrants is to have the foreigner associate the object "pencil" with the word "pencil," rather than with the word "crayon" or "Bleistift." It is more economical to make the short cut from the percept "pencil" to the word "pencil" than it is to form a threefold association of percept "pencil"—word "crayon"—word "pencil." This is an illustration of the pedagogic dictum that one doesn't know a language until one has learned to think in it. Thinking here consists in short-circuiting the current from percept to motor accomplishment in pronouncing the word.

Although this short-circuiting process is the desideratum in all foreign language instruction, it is very difficult to obtain because of certain fundamental laws of human nature. Among them the law of habit has so strengthened the native associations that "Returning were as tedious as go o'er." Hence the hesitation, picking and choosing of words that one notices in listening to the English of the foreigner.

Thinking is always more difficult than memorizing. Pupils will readily understand and accept as a general principle that a language must be learned in use. It is difficult, however, to rid the individual mind of the obsession that the law does not apply in this one case, that "my" difficulty is unique, and that "I" learn a language best when the word is translated. This is one of the psychological reasons which explain the pupils' desire for a teacher who speaks his own language. Foreigners will also prefer a text-book containing lists of words translated into their native tongues. The more educated pupils very frequently bring a dictionary to school, and one may see them digging up definitions and translations of unfamiliar

words in the course of a lesson. Yet the teacher who translates, the book with the vocabularies and the dictionary are retarding forces, in the earliest lessons at least, in the process of acquiring English because they repeat the double association of percept—foreign word—English word. The dictionary and the vocabulary do serve a very useful purpose after the pupil has acquired enough conversational English to need new symbols to express ideas and sentences which he already knows how to form, but in the earliest stages, progress will be most rapid if all association be made direct.

The foreign vocabulary is not the only difficulty to be overcome in the classroom. Almost ineradicable is the foreigner's enunciation of vowels and consonants, especially so if he has arrived at the age of adolescence. James says that we are old fogies at twenty-five. In matters of pronunciation, however, we are old fogies long before. Exceptionally difficult are the digraphs "th," "wh," "ng," the consonants "f," "v," "w," "s," "z." Confusion of surds and sonants causes the foreign pupils to say "town" for "down," "din" for "tin," "pissness" for "business," "gake" for "cake," "fetter" for "weather," etc. Our anomalous spelling is another source of difficulty. This, however, is not peculiar to our pupils, as a matter of fact, they seem to accept the difficult spelling as a compensation for the comparatively easy grammar and sentence structure. Our English idiom is easy to master. Racy English they seem to acquire by imitation from the environment, and idioms are learned with considerable pleasure because they are contrasted with their native constructions and because they give character and a certain piquancy to the language which the pupils are learning.

Prof. Henry Suzzallo in his monograph on the teaching of arithmetic says: "In spite of the fact that the majority of Elementary Teachers keep reasonably sane on the problem of method in teaching, it must be admitted that a considerable proportion of Teachers are inclined to be attracted by systems of method that greatly over-emphasize a single element of procedure." What he says of arithmetic is equally true of method in teaching English to foreigners. Continuing, Prof. Suzzallo lays down the general principle that "Not one method but many are necessary, for methods are supplementary rather than competitive." Teachers very frequently violate this principle. Some there are who have become slaves of a particular method, as for example, of the Conversation Method, the Direct Method, the Phonic Method, the Theme or Gouin Method.

Quoting Prof. Suzzallo with approval, Dr. Walter H. Hervey of the New York City Board of Examiners, says: "A complete as distinguished from a partial method of teaching a subject is an organized set of procedures adapted to an end and fully covering the ground. That which distinguishes a method in the true sense of the word

from a mere collection of devices is the element of organization. Organization simply means that each process is adapted to its purpose, that all the processes work together, each in its own time and place, and that all together lead to the end in view."

Broadly stated, the end in view in the teaching of English to foreigners is the Americanization of the immigrant. The means for securing this end are: first, the acquisition of the ability to speak, read and write English; second, the understanding and appreciation of our American institutions—social, industrial, political and educational. The latter is a problem beyond the province of this paper. We shall, however use the material suggested by our "Spiritual Inheritance" in attempting to solve the more immediate problem, that of giving our immigrants a mastery of the English language.

THE GOUIN OR THEME METHOD

The greatest difficulty in teaching English to foreigners is to know how to begin. Picture the situation as seen in a typical classroom. From thirty to fifty men or women are assembled. When the class has been "graded" and is fairly homogeneous as to nationality, age and culture, the problem is simplified. Frequently, however, the size of the school does not permit any classification and the teacher is confronted by a class representing as many as ten nationalities of both sexes ranging in age from sixteen to sixty and comprising illiterates who are experiencing their first lesson in any classroom. Seated by the latter may be graduates of the University of Heidelberg and of Paris, men who can deliver lectures on Kant and on the philosophy of history in their native tongues. The task confronting the experienced teacher under these conditions is enough to try all his powers of control, to bring to bear all his knowledge, his tact and his humanity in the solution of his problem. The inexperienced teacher will be hopelessly confused and will recognize the littleness of his power and the futility of his efforts unless he has an unusual amount of complacency.

It is the duty therefore of supervisors to provide a "set of organized procedures" to overcome the difficulties of the introductory lessons. The New York City Syllabus for teaching English to foreigners gives three model lessons specially applicable to a class of children. With very slight modifications, these lessons will serve for a class of adults. Briefly, the procedure is as follows: From a list the teacher calls the name of a pupil—"John Smith." If John Smith recognizes his name, the teacher says "stand." As she gives the order, the teacher rises. Each name thus called is followed by the order to stand. The teacher approves the pupils' understanding by such remarks as "good," "fine," "you understand," "that's good,"

showing at the same time by gesture and by facial expression that she means what she says. In the same way the teacher directs each pupil to sit.

Another way of beginning, valuable where the teacher has no list of pupils from which to call the roll, is to point to himself and say "My name is Frank Brown." Then, pointing to a pupil, he says: "What is your name?" The pupil is expected to answer, "My name is John Smith." If the pupil does not understand, the teacher calls other pupils until the desired response is obtained. When the class has learned the meaning of "My name is——," they are taught to say "Your name is——" "What is my name?" "What is your name?" etc. The sentences are usually written on the blackboard and are copied by pupils. Later, the following sentences taught in association with their appropriate actions are learned by the pupils: I stand, I sit, I walk; you stand, sit, walk; we stand, sit, walk; all stand, sit, walk; class stand, sit, walk; they stand, sit, walk. The names of the objects in the room are pointed out and are used in sentences so that the name may be impressed and the construction of sentences may be learned. Thus, they learn "I walk to the desk." The teacher always calls upon a pupil to perform the action and to say the words. A further development is to add the words "my," "your," etc., to the nouns already learned and to have the pupils do and say "I walk to my seat."

Having overcome the pupils' awkwardness and shyness in these first two or three lessons, the teacher now proceeds to develop a theme after the Gouin method. Gouin defines a theme as "A general act defined by a series of particular acts. Considered from another point of view, that of logic, this exercise represents:

1. A general end, unique and simple (to open the door).
2. A group, a series of means conducive to this end."

Thus the teacher determines the end "to open the door." She then constructs a number of simple sentences describing the actions necessary for opening the door. In these sentences it is the verbs that play the principal parts. "The verb is the living centre around which in the phrase, gravitate all the nouns, whether subject or complement, with all their train of prepositions and adjectives." In attaining the end—to open the door—teacher and pupils perform the necessary actions which are the means, i. e., they walk, get to the door, stop, stretch out, take hold of, turn, push, etc. As each action is performed, it is accompanied by the appropriate descriptive sentence. The teacher at the same time shows her approval of intelligence and understanding. The sentences in the first themes bear to each other the relation of succession, but later they may bear such other relationships as those of cause and effect, the whole and its parts. The development of a theme is not complete until the

sentences are written on the board and the verbs placed to the right for emphasis. Thus the first theme "to open the door" will appear on the board like this:

I walk towards the door.....	I walk
I get to the door.....	I get to
I stop at the door.....	I stop
I stretch out my hand.....	I stretch out
I turn the knob	I take hold
I take hold of the knob.....	I turn
I push the door	I push
The door moves	moves
The door turns on its hinges.....	turns
I let go the knob.....	I let go

Now the pupils are ready to read from the blackboard. The teacher insures understanding by requiring pupils to repeat the action as the sentence is read.

The sentences as developed illustrate what Gouin calls "objective language." He makes a point of having the teacher approve the efforts of the pupils as they act and give the sentences. These ejaculations called "subjective language" have a two-fold function. They add to the pupils' vocabulary and they serve to speed him on. The following examples of subjective language are taken from the New York City Syllabus:

"Good. Right. Wrong. Very good. Yes. No. That's good. That's right. No, no, that is not right. Try again. Thank you. You are a good boy. Is that right? Do you think so? I like that. I am glad. That is fine. That was well done. I am glad you remember. You could not do better. I am pleased with you. Do your best, etc."

To summarize: The following are the steps in the treatment of a theme:

1. An end proposed—the subject of the theme.
2. A number of short sentences describing the means to attain the end.
3. "One sole relationship, always the same from one end of the exercise to the other, that of succession in time, enjoys to the exclusion of all others, the privilege of connecting the end with the means."
4. Emphasis on the verb which must be one frequently used in the experience of the learner. "The various movements of the action are distinguished with care and separated one from another by a sign or guiding mark, in order to assure a logical exposition and an easy assimilation."
5. Oral development in which the pupil sees, does, hears, understands, speaks, reads.

6. Written development—reading, copying, reproduction from dictation, and lastly, reproduction from memory.

It is customary to begin with the theme "to open the door" because every room has a door and because the sentences in the theme lend themselves so easily to the method. Teachers who understand home, industrial and racial influences, exercise considerable ingenuity in selecting and constructing themes. Their value to the pupil depends upon their availability for immediate use in the conversation for which the pupil has a need. Whatever of idealism our immigrants are contributing to America does not appear in their first lessons in English. Then they are pragmatists. They are perhaps too polite to ask "of what use is this to me" when a teacher introduces sentences which have no bearing on present use, but they very quickly show their disapproval, and the teacher who neglects sentences of value today for sentences that may be of value five years from now, will tomorrow find himself without a class.

Age, sex, occupation, education and many other factors in the environment determine what special vocabulary will be of greatest utilitarian value. With these determining influences, the successful teacher of English to foreigners must make himself familiar. He must overcome the reticence of his pupils by showing a personal interest in their welfare, an interest which may at times amount almost to prying into their affairs. Some activities are universal, and these form the basis of the following suggestive list of themes:

To go to work	To look for rooms	To go to the library
To wash myself	To pay rent	To send money home
To bathe	To buy groceries	To introduce a friend
To eat breakfast	To go to the doctor	To telephone
To make the fire	To go to school	To cook dinner
To go to a restaurant	To write a letter	To deposit money
To look for work	To register a letter	To draw money
To take the train	To visit (the Museum)	To spend a holiday
To go home	To clean the house	

The value of the theme method lies in its naturalness and organization. Its definite function is to give the pupils the English idiom and a vocabulary in a context. The words will otherwise be unintelligible without the intermediation of his native symbols for the ideas expressed. As in all organized work, the pupil is by this method given a natural aid by which to remember; each sentence recalls its associated idea which leads to the next idea with its associated expression. By the method of development, which is a part of the theme method, we overcome, to some extent, the trouble foreigners have in pronouncing difficult words. It was pointed out that oral development always precedes the writing of words and sentences. Hence, when the pupil hears the teacher pronounce such words as

"tough," "though," "girl," "friend," etc., he imitates the sound produced by the teacher without being conscious of the spelling. In matters of pronunciation, confusion arises when pupils are permitted to see the word before they know how to pronounce it by the process of imitation.

The Gouin method has a definite place in the teaching of English, but it is not the whole of method. "Methods must be supplementary, not competitive." With beginning pupils, the procedure so far outlined is highly successful, but it soon outlives its usefulness. With it there can be little variety in structure; the first person singular, pleasant as it may be when speaking of actions which command the admiration and applause of our co-workers, becomes painfully shrunk when used in connection with "washing the teeth," and "putting on the pants."

An interesting modification of the Gouin method was developed in the schools of Frankfort. The variation consists in basing sentences on "things seen" rather than on "things done," thus permitting great variety in person, number and tense. For example, the teacher steps to his desk, takes a piece of chalk and writes on the board. The pupils describe the actions of the teacher by saying "you are going to your desk," "you are taking a piece of chalk," "you are writing on the board," "you put the chalk on the desk," "you erase the writing on the board." A pupil is then called upon to perform the actions of the teacher, while the class or another pupil says "he is walking to the desk," etc. The pupil who performs the action speaks in the first person, while the actions are going on, other pupils speak to him and of him in the second and third persons. The tense is varied in a similar manner.

The best practice in the classroom today has for its backbone the Gouin method with its Frankfort variation. The teacher of English must, however, be ingenious and ready to invent special means and devices for the varying conditions which will confront him. It is especially necessary to secure variety in procedure in instructing foreigners, because such instruction being carried on in the evening frequently comes under that clause in our Constitution which prevents cruel and unusual punishment. All devices which make instruction attractive, which appeal to all the senses, which use the advertisers' method for keeping the mind on the object presented, are legitimate and necessary in teaching English to foreigners under conditions as they are today. Some of the methods thus used follow:

OBSERVATION OR OBJECT METHOD

The teacher points to a book and says "this is a book." Teacher: "What is this?" Pupil: "This is a book." So with the parts of the body, clothing, money, days of the week, etc., wherever possible, the



teacher has the object present, points to it and gives its name. The instructor uses for the sake of variety the following devices to fix the names of things:

1. Obeying commands, e. g., "put your hands on the desk." The pupil performs the act and says "I put my hands on my desk."
2. Question—answer, e. g., "what is the chair made of?" "It is made of wood."
3. Reading and acting, e. g., pupil reads "open the door" and performs the action.
4. Labeling, e. g., a card with the word "chair" written on it is given to a pupil with directions to place it where it belongs.
5. Filling in context, e. g., today is —. What day was yesterday. To-morrow will be — ? It is — o'clock.
6. Pantomime or dramatization—a method valuable for giving the meaning of verbs easily illustrated by actions, e. g., he sawed the board—the child stumbled—he turned and fled.
7. Reading aloud by the teacher accompanied by gesture, expression and play of features, e. g., "The haughty nobleman spoke in a thin squeaky voice." By assuming an attitude of haughtiness and by using the voice, the teacher helps pupils to understand the meanings of descriptive terms.
8. By means of "Mediate perception, i. e., pictures. This method has not been used to any great extent in this country, perhaps not without reason. In Germany, however, it is very full developed, so much so that beautifully colored charts such as the Hölzl Wandtafel, are specially prepared to meet the needs of the pupils learning English and French. The pictures portray scenes from urban and country life. The pupils name the objects seen, describe and talk about them. Properly used, the method has great value. We need hardly go to the trouble of preparing elaborately colored charts when text-book writers have followed the method of the Orbis Pictus of Comenius. Newspapers, magazines and other supplementary material add a vast amount of pictures suitable for this purpose. Mons. Berlitz sounds a note of warning against relying too much on interpreting pictures. "Who would know at the sight of a cliff overhanging the sea, at the top of which stands a woman with flowing garb and other signs of despair and suicidal intention, that the picture is meant to represent—a sunset?" Having in mind some such criticism, Prof. Jespersen says: "The objection comes from a closet philosopher. There is no danger except for one who would

try to learn a language by himself exclusively through pictures." Prof. Sweet bases his objection to the method on the belief that ideas gotten from pictures are vague as compared with ideas obtained by means of translation. Thus, the teacher may point to the window and say, "This is a window," but the pupil may interpret this to mean "This is a pane of glass." To overcome this difficulty, the teacher follows up his first sentence by saying. "There are two windows in the room," and "Open the window."

MEANING GRASPED THROUGH CONTEXT

A word or an expression may be explained by using other known elements, so as to make a new word evident through context, e. g., "There are twelve months in the year. The first is called January, the second February, the third March, etc." Here the pupils may gather the meaning of the words months, first, second, etc. A pupil comes across the sentence, "They went to the Capital," and does not know the meaning of Capital. The teacher says "Berlin is the capital of Germany, Petrograd is the capital of Russia, Rome is the capital of Italy," and the pupils will all shake their heads in assured confidence that they understand. Prepositions are best explained by this method. The teacher holds a book "on" the table, "under" the table, "beside" the table, "in front of," "behind," etc., each time expressing the sentence and having the pupils perform the acts and saying the words. The method of definition is a variation from the context method for the purpose of making clear the meanings of words. Simple definitions or synonyms with which the pupils are already familiar may be used to advantage, for example, "A messenger is a person sent on an errand," "A widow is a woman whose husband has died." The method of defining terms is most easily abused and should therefore be sparingly used. Teachers fall into the habit of giving definitions which are more difficult to understand than the terms defined and, as a test of comprehension, they demand from their scholars definitions of terms which are already in their lowest terms, or else are definable only by synonyms more difficult than the terms to be defined. Thus it is bad practice to give or demand definitions of such words as day, light, bread, darkness. These words may best be understood by using some of the other methods suggested.

READING FROM TEXT

After three or four lessons, the pupils will have completed their first theme and they may then take up the reading of a text-book. This is perhaps the most unsatisfactory of all processes used for the teaching of English to foreigners. The methods used in teaching children to read are hardly applicable to the different conditions

which one meets in the teaching of adults. Supervisors are generally agreed that the teaching of reading to children is on a rather low plane as compared with the teaching of other subjects. When we come to the teaching of reading to adults, there is a lack of standard as to what to do or what to expect pupils to do. The result is that the usual reading lesson is a mechanical mispronunciation of words, punctuated by the teacher's impatient correction of errors, followed by calling upon "Next" to read.

The cause of our poor reading lessons is the general failure to understand the psychology of reading. Says Inspector Hughes in his Teaching to Read, "Reading is generally accepted as meaning to read aloud. Much confusion has resulted from this general misconception. Reading is the power of getting thought from visible language. It is the power of recognizing in visible form the language with which the child is already familiar in the spoken form." Here is where method of teaching English-speaking children to read must part company with method of teaching adult foreigners to read. For the foreigner is not familiar in any form with the language which he is called upon to read. He is given a threefold task: First, to extract thought from language which he does not understand; second, to express the thought; third to pronounce the words. Any one of these feats is enough to engage all his powers at one time.

The first step must therefore be that of making the words convey some meaning to the mind. A variety of method depending on the text, the progress of the class, etc., are available for this end.

1. In an introduction, the teacher uses the new words and expressions to be found in the selection for reading. These words are developed orally, the meanings made clear and the words written on the blackboard. When the pupil meets the words in the context, he greets them with a flash of recognition.
2. The teacher develops the content by means of questions. "I eat three meals a day. My first meal is in the morning before I go to work. This I call my breakfast. At noon I stop work and eat my dinner. Noon is at 12 o'clock. When I come home from work in the evening I eat my supper." The teacher asks the following questions: How many meals do you eat? What is your first meal? When do you eat your first meal? When do you stop? What meal do you eat at noon? As the answers are given, the important words "meals," "breakfast," "before," "noon," "dinner," etc., are written on the board.
3. A discussion based on a picture will serve to introduce the unknown expressions.

4. Oral reading by the teacher besides serving as a model in pronunciation will sometimes help an understanding, especially when the teacher has mimetic powers.
5. Silent reading by the pupils should usually precede all oral reading. This simplifies the process by eliminating thought expression and reduces the danger of calling or rather mis-calling words. Silent reading gives the teacher an opportunity of answering individual questions as to the meaning and pronunciation of simple words or of phrases.

Now the pupils are ready to read aloud. In spite of his foresight in overcoming difficulties, the teacher will still find pupils who miscall words, who phrase improperly, whose accent is faulty and who stumble while they read. The best practice does not permit interruptions while a pupil is reading, because mental processes are interfered with. When a pupil halts he is usually helped over his difficulty in a quite tone, but corrections are made after the pupil has finished his reading.

If allowed to degenerate into a monotonous calling of words, the reading lesson becomes a splendid soporific and a prime cause for the dwindling in the numbers of the class. Very few of us are such good readers that we give pleasure to those who hear us when we read. Most people prefer to read silently and consider the oral reader a bore. Only in the classroom is he considered a necessity. Natural conditions which prevail outside of the classroom may be approximated by furnishing a reason or a "motive" as pedagogues say, for the oral reading. Place the reader in sole possession of information which the others want and you have established a condition when it becomes necessary to listen to the reader. Hence, oral reading should be resorted to only first, after the pupil has mastered all the technical difficulties of pronunciation and understanding; second, when there is something remarkable about the reading itself, so that it becomes attractive in spite of the familiar content. These conditions presuppose that we furnish an audience for the oral rendition of a selection. The audience is, of course, the class which, after it has heard spoken English for several weeks, will gladly listen to a reader provided the latter has something to say which the others do not know or provided the reader's interpretation is different.

Some of the devices employed by the best teachers of reading in the elementary schools might well be employed by teachers of reading to foreigners.

1. One pupil reads to the class while the others with books closed ask questions for further information, answer questions, obey directions, summarize the reading, or by showing that they could not understand the reader, convince him that he needs further drill on pronunciation and accent.

2. Each pupil selects something from his reader, a newspaper, or a magazine, prepares his reading thoroughly and presents it to the class.

After the reading lesson is over, the pupils show their appreciation and their understanding by means of some of the following devices:

1. Questions on the text proposed by the teacher in the early stages of instruction and by the pupils later on. E. g., the pupil has read, "Mary broke the pitcher." The teacher asks subject, predicate, or complement questions. "Who broke the pitcher?" "What did Mary do with the pitcher?" "What did Mary break?" In each case, the pupils answer in complete sentences, thus learning to ask questions and to give complete statements.
2. Oral reproduction in the pupils' words.
3. Written reproduction by means of dictation or original composition.
4. Recasting the sentences by changes in tense, person, number.
5. By means of dramatization or by carrying out the directions.
6. Discussion as to the value or truth of the selection read. This device can only be used when the class has acquired a working vocabulary and facility in expressing thought.
7. Expansions of a single statement into a paragraph by furnishing proof, illustration or examples.
8. By memorizing passages of poetry, proverbs and idiomatic expressions.

PHONICS

The conversation and reading lessons will furnish occasion for the study of phonics. For pronunciation, spelling, recognition of words whose meanings are known, phonics are an indispensable aid. For foreign adults, phonics are of doubtful corrective value and therefore little time should be wasted on this phase of phonics. This is not the orthodox attitude of teachers in general and therefore requires a little explanation. A full-grown man or woman may be taught to say "good" instead of "goot," "please" instead of "blease," but the results attained are not commensurate with the time and with the energy spent. Nor does the foreigner attend school long enough to eradicate foreign accent in his speaking of English. Phonics for the purpose of correcting defects of speech are employed successfully in teaching children, but the conditions are very different when we come to teaching adults. A child will recognize the phonogram "ail" and build the words "pail," "tail," by prefixing "p" or "t" and there will be a flash of recognition in his mind because the words have meaning. To the foreigner, however, such a proceeding is useless. The words which he builds or the words which he analyzes phonetically, call up no ideas. To him these words are "full of

sound and fury, signifying nothing." Hence, the lesson in phonics must always lag behind the vocabulary of a foreigner.

The end in view will determine the means to be used, in phonics as in all teaching processes.

"A phonic element is said to be developed when it has been made a separate object of attention, when it can be recognized and sounded apart from any words, when it can be used in the building and identifying of new words and when, in certain cases, the way to produce it by tongue, lips, or other organs is understood." The first step is easily understood by all foreigners who are not illiterate. They know the sounds of f, m, l, r, s, z, in their own languages and the slight difference between their pronunciation and ours is readily comprehended. Difficulty is experienced with the hard and soft sound of th, with the phonograms like ing, ough, etc. As preparation for analyzing phonic elements, the pupils learn through their themes, object lessons and conversational exercises, a large number of words which they recognize as wholes. The teacher selects some of these words and proceeds as follows: First, she groups them in families, e. g.:

hat	cat	fat
day	pay	lay
wall	tall	fall

The words are then separated into their phonic elements, e. g., h—at. New words are built by prefixing other consonants to the phonic element already learned with the caution that the new words must mean something to the pupil. Second, as soon as the short sounds of a, e, i, o, u, are developed as in the words hat, men fin, on, suck, the long sounds may be developed as in the words take, theme, fine, loan, tune, by adding silent e to a word, e. g., fin—fine.

In the same way are taught the long sounds of ee, ay, oa as o, ai as a, oo as in wood, oi as in join, aw as in draw, the sounds of ing and ink, is as in girl, u as in burn, ough as in bought, ight as in bright, eigh as in weigh.

In the process of combining or blending phonic elements, the pupils should at once be taught to pronounce each element in a whisper and later to think the sound of each phonogram before attempting the word. Words which do not lend themselves to phonic treatment may sometimes be grouped to form families, and in this way to reinforce each other, e. g., wood—should; where—there; who—whose—whom; these—that—this—those. There will still be a large number of words like dozen, been, once, etc., which do not come under any class but stand out by themselves. These must be taught as sight words and especially taught as such both as to spelling and pronunciation. A five-minute drill every day on rapid recognition of words

is almost an essential to success. For this purpose "sight cards" provide a convenient method of securing the repetition with variety which insures attention.

Phonic analysis will to some extent help in securing better enunciation and articulation. But "incidental teaching makes accidental learning," and complete success will be that teacher's only who makes enunciation and articulation focal in the consciousness of the pupil. To this end the teacher must not only serve as a model, but he must understand how consonants are formed and know how to teach the pupils to produce properly the vowels and consonants which cause trouble. The latter have already been mentioned. Nationalities differ in the way in which they mispronounce vowels, e. g., the Italians will say: eet for it, lip for leap, mit for meat, pick for peak, etc. A device for teaching the proper pronunciation of the troublesome short *i* and long *e*, is to place the words in two columns, e. g., it—eat, and ask the pupils to pronounce the word in column 1 or in column 2. The class is then called upon to decide whether the speaker called the word in column 1; if the class decides that the speaker called the word in column 2, the former is made conscious of his mispronunciation and he will then be ready to learn the distinction.

In order to overcome the faults of articulation, the teacher must understand the placing of the mouth parts. The following chart is taken from Webster's Dictionary and names the organs used in producing the consonants:

Place of articulation	ORAL		NASAL	
	Momentary <i>surd. sonant</i>	Continuous <i>surd. sonant</i>	Continuous <i>sonant</i>	
Lips	p	b	—	w
Lips and teeth	—	—	th (in)	th (y)
Tongue and teeth	—	—	f	v
Tongue and hard palate (fwd.)	t	d	s	z,r
Tongue and hard palate (back)	ch	j	sh	zh,r
Tongue, hard palate, soft palate	—	—	—	y,l
Tongue and soft palate	k	g	—	—
Various places	h	—	—	—

Besides being able to instruct the pupils in the use of their organs of speech, the teacher ought to be able to suggest a number of helpful devices, e. g.:

- Th—soft.....Bite tongue between teeth and blow without sound. Prolong the sound if "d" is produced.
- Th—hard.....Same as above, but with sound. If an unvoiced sound is produced, let pupil hum while he is sounding.
- W.....Pronounce oo and join with the following sound e. g.,—oo—ait—wait.

- Wh..... The sound is pronounced Hw, e. g., hoo—ere, where. If the pupil finds the sound difficult, instruct him to blow and say hoo and ere, or let pupil prepare for whistling and join latter part of the word.
- Ng—as in singing.... Prolong the sound by keeping the mouth parts in the same position while pronouncing the sound. Show the difference between king and kink. Feel the breath come out in kink; notice that there is no expulsion of breath in king. Drill on words having this sound of ng.

CONVERSATION

The theme must, of course, furnish the first topics of conversation. Adults, especially those from Southern Europe, will very early attempt original voluble discussions, provided the teacher has stimulated the desire to communicate and has not used the conversation period for a monologue. The pupils must be encouraged by questions, by suggestions, by helping with a word; their conversation must not be discouraged by petty criticism of pronunciation, of grammar or of vocabulary. There will be a time for all this. The conversation lesson is full of suggestion for the teacher; words that need drill on pronunciation; foreign idioms to be replaced by English; drill on agreement of subject, predicate, etc. For each of these, there should be a specific time. All drill on form should grow out of the content. The conversation furnishes the content. The exercise in phonics, grammar, spelling, etc., are form.

A natural flow of conversation is sometimes difficult to secure because of the unnatural and formal conditions in the schoolroom. At home or among his friends, a man talks "with" the people in the room rather than "at" some one who is the centre of attraction. The more nearly school conditions approximate life conditions, the more sprightly will the conversation be and the better will the teaching be. There will also be more opportunities for the pupil to make mistakes, but teachers should hardly complain of that. Like the doctor, they should rather gloat over the "beautiful case" of queer English which it is their privilege to "cure."

As a step toward securing natural conditions, it is suggested that conversations be based on topics of vital interest. In the earliest stages, these topics will be found in the themes, which as has been shown, are themselves to be gauged by the yard stick of utility and of interest.

But admirable as the theme and the other exercises are, they fail to give the pupil what he most needs at once—the ability to use

idiomatic English in his daily intercourse with English-speaking strangers. The complaint is frequently heard from high school and college graduates that after years of study in French or in German, they are unable to order a meal, to buy a hat, or to ask one's way in the streets of Paris or Berlin without resorting to English. The high schools and colleges do not pretend to teach this bread and butter conversation. They refuse to be so basely utilitarian. They are actuated by a series of mixed motives in which culture, and the ability to appreciate the literature in a foreign language vie with correctness of pronunciation and idiomatic use. The teacher of English to foreigners in the United States must suffer from no such mental astigmatism. The immigrant requires no preparation for life; he is in the midst of life and demands rather immediate adjustment. He seeks to be compensated for his sacrifice in coming to school by acquiring the immediate ability to say the thing that he must say in English. He is impatient of results and is distrustful of promises of potential ability. He cares nothing for culture. He is perfectly content for the present at least, to think in his own tongue,

I walk to the store.

I open the door.

I see the clerk.

The clerk shows me a suit.

provided that when he gets there, he is able to say:

This suit does not fit.

It is too dear.

Have you nothing cheaper?

Skill to say a few necessary things rather than ability to comprehend a great many is what the foreigner needs. It must be clearly understood that what is taught in the theme and in the reading lesson serves a very valuable purpose if it teaches the pupil to understand English. But it is not merely understanding that the foreigner must be taught; far more important for him is it to acquire the ability to communicate his ideas. The teacher, therefore, now emphasises those sentences which the foreigner will be called upon to use in his intercourse with English-speaking people and he neglects those sentences which the foreigner need not necessarily know how to say. Since teaching a person how to acquire skill in speaking is more difficult than teaching him how to understand, it becomes important to limit the number of sentences to those that are needed at once. To impart such skill, locutions must be specifically based on the probable activities in which the foreigner will engage. Unless these idiomatic expressions are taught, the foreigner will translate his own idiom and produce the tortured sentences and monstrosities frequently heard on the vaudeville stage.

For teaching these everyday expressions the method of dramatization is most successfully used. To illustrate: two pupils are instructed to take the parts of salesman and of customer. As the dialogue proceeds the teacher asks other pupils to express the same thoughts in better English, at the same time writing the correct expressions on the board. After other pupils have gone through the same exercise, the class is instructed to copy those expressions which they like best. After a ten minutes' lesson of this kind on "How to find one's way," the following conversation was carried on between a man and woman immigrant:

Woman—I beg your pardon, can you tell me where the nearest subway entrance is?

Man (removing his hat as soon as spoken to)—Yes, ma'm. Walk two blocks north (pointing north), and you will see it.

Woman—Thank you (bowing).

Man—You're quite welcome.

Other pupils who went through the same procedure used other English expressions which they found on the board, e. g., excuse me—would you mind telling me—permit me to show you—not at all. Such expressions require emphasis in the teaching process, if only to give the foreigner confidence that he is able to make himself understood. It is not intended that dramatization be the entire method, nor is it intended to supersede other methods or other exercises which a teacher of English finds valuable. But these dramatizations provide exercises for which none others are as well adapted. The following topics suggest conversations of a practical nature from which a teacher may select those which are most needed by his pupils:

Buying—a railroad ticket—a hat—shoes—cigars—suit—furniture on the installment plan.

Repairing—shoes—clothing—machinery—furniture.

Renting—a flat—a room at a boarding house or hotel.

Ordering—a meal—an expressman.

Checking a trunk.

Asking—one's way—in street—in car—in department store—at a railroad terminal.

Telling time.

Applying for—position—raise in salary—day off.

Getting a license—to peddle—to sell liquors—to marry.

Sending money home.

Ordering insurance policy—fire—life—accident.

Opening bank account.

Introducing a friend.

Seeing a friend off.

Inviting someone to call—to dinner—theatre—to visit.

Complaining—to landlord—policeman—Board of Health—school authorities.

Going to a doctor—to dispensary—to dentist.

Taking a child—to be vaccinated—to school.

Joining a library—a society.

Conversation on the weather.

In the witness chair.

A mock trial.

A few cautions are necessary in attempting dramatizations among adults: 1. The device should not be employed until pupils know a little English and until they have acquired a vocabulary through their themes. 2. The first dialogues must be carried on between the teacher and an advanced pupil or between two advanced pupils, so as to give the others confidence. 3. Too much must not be expected in the way of realism. 4. Only the most essential sentence structures need be selected for drill. 5. Long conversations should be discouraged, so that many may have the opportunity of saying a little.

For more advanced pupils, the following topics suggest subjects for conversation:

The family relations.

Hygiene topics—ventilation—bathing—care of sick—garbage—proper food—rest—exercise, etc.

Historical topics—Washington—Lincoln, etc.

Civics—function of city officials—Post Office—registered mail—parcel post—postal savings bank.

Geographical topics—industrial centers—places to visit, etc.

Current events.

Conditions in trades—rate of wages—dangerous trades—unions, etc.

WRITTEN ENGLISH

In the earliest stages of English instruction, the written work is confined to copying and dictating. Gradually, as English loses its strangeness, original composition may be attempted. Very modest is the pupil's first attempt, for it is confined to filling in words in sentences which he has at one time read in complete form. Thus, "Do you — the stream?" "The pen is — the table." The pupil supplies the words "see" and "on."

With the growth of a vocabulary, the pupils may attempt to answer in writing questions such as "What is your name?" "Where do you work?" "How long have you been in the country?" "What experience have you?" "Have you any references?" The pupils should be given an opportunity to fill in blanks such as those furnished by the New York Public Library, by the Immigration Bureau, or by the Post Office. Other exercises leading up to original composition are:

- (a)—Answering the questions in complete sentences, such as:
 1. What is done with bread, coal, knife, ink, hat, comb, money, breakfast, apple, stove, etc.
 2. What thing is red, long, short, broad, narrow, thick, thin, etc.
 3. Use the following words in sentences: To-day, now, soon, at once, never, always, long ago, often, sometimes, once, this time, there, here, above, below, etc.
- (b)—Writing short paragraphs when the topics are furnished by the teacher.
- (c)—Simple reproductions of stories.
- (d)—Short letters of a very practical nature—letters ordering goods, complaining of non-delivery, applying for opening gas meter, excuse for child's absence from school, receipts, etc.
- (e)—Sending telegrams.
- (f)—Writing advertisements for situations wanted.

Utility should be the standard for the selection of all exercises. Whatever the pupil will find of value in his daily life may be taught. Nothing else ought to be considered. Whatever educational values composition has will inhere in practical work far better than in imaginative descriptions and expositions.

In connection with composition, there will arise opportunities for simple lessons in grammar. The themes have been constructed with simple sentences. As soon as pupil are ready, the uses of personal and relative pronouns may be taught. For example: "I open the door." "The door leads to the classroom." Show how the two simple sentences may be combined by means of a relative pronoun. "I open the door which leads to the classroom." The uses of conjunctions—if, therefore, because, so that, etc., are taught in the same way. The correct case forms of personal pronouns are best taught by means of sentences which require the pupils to fill in blank spaces. Thus insert

I or me
 he or him
 she or her
 He gave the book to — .
 We told — the story.

Agreement of subject and predicate, the past tenses and past participles of verbs, may be illustrated in the same way. English is "a grammarless tongue." In learning any other modern language, much time must be devoted to learning inflections and variations. In English, inflections of pronouns, changes in tense, in number, in agreement, may all be learned without drilling declensions and con-

jugations. Whatever grammar is taught, it is now agreed, should be taught in connection with its immediate use in composition.

Strange as it may seem, the more advanced pupils desire a knowledge of formal grammar, distinction in nomenclature, in analysis and in parsing. Teachers are frequently led to satisfy this demand by anxiety to hold the class. Whatever educational values may be ascribed to English grammar, there is agreement among teachers that it deserves slight attention in teaching foreigners. The latter are impressed with the importance of grammar because of the time spent in learning their native grammars. Immigrants are quickly satisfied that a knowledge of grammar is not essential to speaking English correctly.

SPELLING

As might be expected, foreigners find great difficulty with learning how to spell. We may minimize this difficulty somewhat by selecting such words only as they would use in their written work, and not forcing them to learn how to spell every word which they meet in their reading and conversation.

One is said to know how to spell a word when one can write it automatically, i. e., when the mind is intent on the thought without being concerned with the form. In psychological terms, this means that spelling must be reduced to a habit basis, it must be relegated to the margin of consciousness so that the focus may be left free for thought. The reduction of an act to the automatic stage of habit is accomplished by the fourfold process of securing a strong initiative, focalization on the process, attentive repetition at ever lengthening intervals and never suffering an exception.

Adults who are learning English have a strong enough motive so that the artificial source of initiative need not be invoked. Their attention may be focalized on the difficult element in a word by:

1. Grouping words in families, e. g., come, some, who, whose, whom, should, would; contrasting dough, rough, etc.
2. Making the difficult element vivid by means of boxing, red chalk, calling special attention to the difficulty, e. g., sep-a-rate; gramm-a-r; *know*-ledge.
3. Mnemonics for certain words frequently confused, e. g., words like believe—receive; use (ce) (li) as a means of recalling the position of i.
4. Teaching simple rules, e. g., doubling final consonants in gladden; dropping silent e in truly.
5. Teaching homonyms, first separately, so that no confusion may arise; then when they know the words, teach them in pairs so as to bring out the difference.
6. Keep words frequently misspelled on the blackboard.

7. Each pupil to keep a list of words which he misspells.
- To secure the necessary repetition:
1. Use the "multiple sense appeal," i. e., pupils spell orally, they hear the word spelled, they see it and they write it.
 2. Vary the method of writing—in columns, in paragraphs, in sentence forms, use in composition.
 3. Build words by adding prefixes and suffixes to the roots, e. g., porter, import, export, portables, etc.
 4. Use perception cards for rapid recognition of words.
 5. Have a daily 5 minute drill on words misspelled.
 6. Lastly, "never suffer an exception." The pupil must not be permitted to see a word misspelled, since the wrong form is just as likely to impress itself as the right form.

TEXT-BOOKS

Both in methods of teaching and preparing text-books, the modest purpose of English instruction for immigrants is frequently neglected. It is no part of the function of such instruction to initiate pupils into the beauties of English literature, nor are teachers called upon to play the part of the virtuoso, to arouse an appreciation for poetic diction. The most that can be accomplished in the time which the foreigner spends in the schoolroom is to give him the ability to understand conversational English, to make himself understood on a variety of every day topics and to read and write what will help him escape injury and to further his material wants. Any plans which attempt a higher ideal must for the present be characterized as Utopian.

Few text-books prepared recently, especially for the teaching of English to foreigners, are guilty of attempting the "grand style," but too many are built on the models of English primers with their puerile sentences about Jack and his dog Tray. Others have sentences constructed to make use of a vocabulary or to illustrate a grammatical rule. Two readers have word for word translations, giving the impression that every English word has its correlative in a foreign language. Some readers are devoted entirely to the teaching of civics, as if the foreigners' interest was exclusively in our legislative, judicial and executive departments. One reader very much used consists of a large number of simple sentences arranged in verse form, but without either rhyme or reason. Text-books recently published are following the German lead in including a large number of themes on topics of every day interest; in giving forms of letters, short stories, directions to be carried out, conversation to be carried on by one pupil with the rest of his class, questions to be answered by the pupil, suggestions for the use of words, etc.

Prof. Jespersen holds that text-books should at least

1. Be connected with sensible reading.
2. Be interesting, lively, varied.
3. Contain the most necessary material of the language first, especially the material of every day language.
4. Be correct English.
5. Pass gradually from that which is easy to what is more difficult.
6. Be not without too much consideration for what is merely grammatically easy or difficult.

Most text-books have something which the intelligent teacher can use, and probably no text-book will be quite satisfactory. Teachers are today supplementing school texts by using the newspapers, pamphlets, circulars and mimeographed copies of reading lessons suitable for their pupils. Pamphlets such as those prepared by the North American Civic League for Immigrants on a variety of industrial, agricultural and educational topics, articles which are specially "written down" for immigrants, would find a ready sale. Teachers should, of course, be familiar with a large number of texts. The bibliography issued by the North American Civic League is excellent for this purpose. As yet, no good manual for the teaching of English to foreigners has been placed on the market. What teachers demand, is a set of definite directions and suggestions which are usable and on which they can build and improve by experience.

A Syllabus for Teaching English to Foreigners

GENERAL DIRECTIONS.

1. **Plan Book.**—Teachers keep a detailed nightly record of the subject matter to be taught.
2. **Pupils' Note Books.**—Every student receives a note book to be kept in school. In this book the pupil writes his themes, his spelling words, his dictation, his letters.
3. **Weekly Program.**—At the beginning of the term, each teacher files with the principal a copy of his weekly program based on the time schedule. The last 15 minutes are devoted to oral rather than to written work.
4. **Black board Work.**—Pupils are encouraged to come early by finding some interesting material on the board. As soon as regular class work starts this work is closed. Not more than 15 minutes should be allowed for this extra copying. Other devices to encourage early arrival are: correcting individual errors in composition, reading, speech; returning corrected papers only during the first 15 minutes; reading a continuous story during these 15 minutes; discussion of personal questions; submitting legal and medical questions to our lawyer and to our physician.
5. **General Organization.**—Two weeks after the beginning of a term, let each class elect a president who is the delegate to meet the principal of the school. These presidents are the delegates to the General Organization of the school.
6. **Attendance Record.**—The attendance of the class is noted on the board at 7:45, 8:15 and at 8:45.
7. **Attendance Cards.**—Each teacher fills out a complete attendance card for every pupil in his class one night or more.

ORGANIZATION OF CLASSES.

The best work can only be done when the teacher's energy is concentrated upon a fairly homogeneous group. Grading to secure uniformity on some vital basis is attended with serious difficulties because foreigners enter at irregular times, their progress is not uniform, they become attached to a teacher and because for economic reasons, classes

must be consolidated. The most obvious controlling factor in selecting pupils for the various classes is their knowledge of English and using this as a basis, we organize four grades designed as F¹, F², F³, F⁴.

F¹ for beginners who speak little or no English.

F² for those who have completed F¹ or can speak fair English and can write a simple letter.

F³ for those who have completed F² or can carry on conversation in English and read a newspaper.

F⁴ for those who have completed F³ or can read a paragraph aloud and give the substance.

The lower grades are further subdivided on the basis of Nationality, but no attempt is made to separate the various nationalities in F³ and F⁴. Further subdivisions are based on age and on previous education in the pupils' native language. The complete organization for F¹ is as follows:

1. F¹.—Russian.—Good education.
2. F¹.— “ —Poor “
3. F¹.—Ruthenian.
4. F¹.—Hungarian.
5. F¹.—German and Austrian.
6. F¹.—Italian.—Poor education—old.
7. F¹.— “ — “ —young.
8. F¹.—Jewish— “ —old.
9. F¹.— “ — “ —young.
10. F¹.— “ —Good “ —
11. F¹.— “ — “ —old.
12. F¹.—Mixed races.
13. F¹.—Illiterates.
14. F¹.—Entering class—(formed after 3 weeks).

TIME SCHEDULE.

	F ¹	F ²	F ³	F ⁴
Reading	15—20	15—20	20—30	20—30
Conversation	20—30	20—30	10—15	10—15
Theme or Topic development...	20—30	15	15	15
Writing (copy, dictation letter, composition)	20—30	20—30	20—30	20—30
Language work (correction of errors and grammar)	10	10	10—20	10—20
Spelling	10	10	10	10
Phonics	5—10	5	10 weekly	10 weekly
Dictionary			10 “	10 “
Synonyms-Homonyms			10 “	10 “
Formal Civics.....		20 weekly	20-30 “	20-30 “
Two minute setting up exercise..	2	2	2	2

The figures indicate the minimum and maximum number of minutes per night except where the number of minutes weekly is given.

No special time allotment is made for arithmetic because the subject is to be given during the oral and written English periods.

PLAN FOR INEXPERIENCED TEACHERS.

Teachers without previous experience with foreign pupils are advised to use plan which follows. By following carefully the directions and by reading the syllabus especially for F¹, the teacher will then have sufficient confidence to formulate his own plan for each evening's work. Beginning teachers are advised to consult the principal and the other teachers of their grade for suggestions.

1st evening:

- I. Greet pupils as they come in.
Tell them your name when class is assembled and write your name on the board.
From the list furnished, call the roll e.g. "John Brown"—"stand"—Show what you mean by rising; use words of approval when they understand e.g. "Good;" "You understand;" "Fine."
If you have no list, say to a pupil "What is your name?"
Have each pupil say "My name is——."
Check your roll as the names are given.
- II. Develop the first sentences in the theme "to open the door" or in any other theme in the suggested list. See directions for developing in the course for F¹.
- III. Let pupils write their names on the papers and copy the sentences from the board.
While they are working, walk around the room and learn to know your pupils. Help those who need your help.

2nd evening:

- I. Greetings. Engage pupils in conversation if possible about their affairs, e.g., their occupations, addresses, place of birth, length of time in the country.
- II. Teach "I live at——Street."
Check the addresses given, or write them on your cards. Have pupils write their addresses on paper.
- III. Review the first 5 sentences of the theme.
Complete the theme.
- IV. Introduce the 2 minute physical training drill.
Let pupils open the windows.
Say "class stand." Demonstrate the meaning of each command.
"Face the windows."
"Breathe in"—"out"—8 times.
"Face front."
"Arms upward stretch," "Down,"—4 times.
"Bend trunk to the right—left"—4 times. "Class sit."

3rd evening:

- I. Greetings.
- II. Teach pupils to give their occupations. Have them write "I am a——(tailor)."
- III. Review the theme by having pupils read and act out each sentence.
- IV. Two minute drill—introduce head turning.
- V. Drill on recognition of words.
- VI. Teach them how to spell from 5 to 10 words in the theme.
- VII. Dictate 3 sentences. Let pupils correct by comparing with copy on board.

4th evening:

- I. Greetings—vary them, e.g., How do you do—Good evening: I am glad to see you.
- II. Review recognition and spelling of words to-night.
- III. Let pupil perform the acts described in the theme and give the sentences from memory. Help them when they forget by asking "and then?"
- IV. Two minute drill—introduce knee bending.
- V. Teach five to ten new words.
- VI. Let pupils write as many sentences as they remember. Let them correct by comparing with the copy on the board.

5th evening:

Proceed as before.

New material: Develop the second theme.

Spelling—ten words.

Word recognition—ten words.

Writing—I was born in—— (Sweden).

Two minute drill—introduce facing; hands on hips, on shoulders.

Conversation—Place of work, hours of employment.

Counting; concrete objects e.g. I have two hands; ten fingers; three children.

6th evening:

A proverb "Make haste slowly." Dictation of four or five sentences from theme.

Spelling—Review words taught. Select words misspelled by pupils in their dictation and memory work for future drill.

Conversations: Review subject matter so far taught.

Writing: Place on the board a summary of the conversation exercises. Leave blank spaces to be filled in by pupils. Have each pupil copy from the board and fill in the blank space, e.g.

My name is.....

I live at.....

I was born in.....

I am..... years old.

My occupation is.....

THE THEME.

In the teaching of English to foreigners, the theme means a series of short related sentences on a single topic. The words "and then" are understood after each sentence so as to establish the relationship of time sequence between the ideas called forth. Furthermore, each sentence must be capable of being dramatized or illustrated graphically or mimetically. These two characteristics of the theme—sequence and possibility of dramatizing are illustrated in the following:

GETTING UP.

I open my eyes at six o'clock.
I push back the covers.
I jump out of bed.
I stretch my arms.
I wash myself.
I dry myself with a towel.
I dress myself.
I eat my breakfast.

The arrangement of sentences in "theme" fashion is necessary for beginners. One sentence helps the pupil to think of the next sentence and the meaning of each sentence may be taught by other means than by translation. The theme therefore bridges the gap between the pupil and the teacher because they cannot communicate in English. But there is nothing magical in arranging sentences as in a theme nor does beginning each sentence with "I" lessen the difficulty of teaching a foreigner English. The theme as a matter of fact is useless with pupils who speak a little English and this means should not be employed beyond the first four or five weeks and then only with beginning pupils. For advanced classes, topics may be developed in the usual paragraph form or in conversational form, but the very artificial form of the theme is not used except as indicated.

The following are the steps in the complete development of the theme:

- 1°. The teacher performs an act, at the same time saying the words which describe the act, e.g., I open the door.
- 2°. Pupils perform the act and say the words.
- 3°. The teacher says the words and writes them on the board.
- 4°. Pupils read the words and perform the act.
- 5°. Pupils copy the theme.
- 6°. Pupils review by going through complete dramatization description and reading.
- 7°. Pupils write selected sentences from dictation and from memory.

From 5 to 10 sentences are developed in one evening.

Complete development of a theme usually takes three or four evenings.

SUGGESTED LIST OF THEMES

1. I open the door.
2. I light the gas.
3. I get up in the morning.
4. I get up.
5. I eat breakfast.
6. I go to work.
7. I begin my day's work.
8. I leave my shop and go to evening school.
9. I look for work.
10. I build a fire in my stove.
11. I receive my pay.
12. I deposit money in the bank.
13. I rent rooms.
14. I hang a picture on the wall.
15. I pay my rent (board).
16. I write and mail a letter.
17. I send money to my parents.
18. I buy shoes.
19. I go to the doctor.
20. I go to a restaurant.
21. I take the train.
22. I telephone to my friend.

VARIATION OF THEME.

For review purposes the following variations are suggested:

- 1°. Pupil performs actions—another pupil describes them.
- 2°. Pupil recites the sentence, another pupil performs the actions.
- 3°. Change the person, e.g., I go to the door. He goes to the door.
- 4°. Change the tense, e.g. I go to the door. I went to the door.

INCIDENTAL READING.

This would include all forms of material available for a first year class outside of text books:

1. Newspapers (see special topic).
2. Familiar signs.

The foreigner constantly sees certain signs about him with which he should be made familiar. He should be encouraged to make copies of signs he sees daily and to bring them to school. It will be surprising to one who has not tried this device to see what material will be brought to class, how beneficial this will prove and how interested the pupils will be in this kind of work.

SUGGESTED SIGNS

EXIT	ENTRANCE	THIS WAY OUT	DANGER
KEEP TO THE RIGHT	LOOK OUT FOR PAINT	LINE FORMS ON THIS SIDE	
PULL	TICKET OFFICE	BOX OFFICE	PUSH
NOT RESPONSIBLE FOR GOODS LEFT OVER 30 DAYS	DO NOT CROSS THE TRACKS	NO SMOKING OR CARRYING OF LIGHTED CIGARS	
	PASSENGERS ARE FORBIDDEN TO STAND ON PLATFORMS OF TRAINS		
KEEP OUT		HANDS OFF	
NOT RESPONSIBLE FOR HATS AND COATS		OFFICE HOURS 9—12 A. M. 1—3 P. M.	
STREET CLOSED	PRIVATE	SMOKING ROOM	
	ROOMS		
COUNT YOUR CHANGE	(APARTMENT, LOFT, ETC.) TO LET	WAITING ROOM	

Some teachers may be able to secure discarded car advertisement signs. Some are very simple to read and are "Live," interesting material.

TWO MINUTE DRILL.

At 8:45 P.M. have the two minute drill in every classroom. In the foreign classes this activity should well serve a twofold purpose—first, to afford relaxation and change of air and secondly, to teach the pupils the sentence structure and words in their natural setting rather than as isolated words.

Instead of having pupils learn—"This is my head; these are my arms," etc., have them learn the names of the various parts of the body by going through various exercises at the order of the teachers.

Some such orders follow—Messrs. Cohen, Smith and Brown, please open the windows.

Class, stand.

Quietly put up your seats and desks.

Turn to the right, left, to the back of the room, to the front of the room, etc.

Turn to the windows.

Breathe in through your nostrils. Breathe out through your mouth. Slowly.

Do this again.
Once more.
Turn to the front.
Heads high.
Heels together. Toes out.
Chests high.
Hands on hips place, on shoulders, on head, on ears.

This two minutes drill should be given every evening; the teacher varies the exercises to prevent automatic response without grasping the meaning of the orders and to include a vocabulary and a sentence structure applicable to most parts of the body. Examples of other exercises are:

Knee bending.
Stretch arms forward; upward.
Rise on toes.
Turn palms of hands upward.
Eyes front.

CONVERSATION.

Conversation between teachers and pupils is the most natural way of teaching English and is the most valuable exercise for practical reasons. The earliest exercises are designed to furnish the teacher with necessary information about the pupils, their lives, their needs and their interests. Thus the teacher asks such questions as the following:

With whom do you board?
Where were you born?
Who is your employer?
How many hours a day do you work?
How many children have you?

A later development in the process of securing free conversation is that of questioning on the subject matter of the theme and of reading matter. Thus the pupils know the theme "Going to school."

"I put on my hat and coat. I say Good-bye.
I walk to school. I enter the building.
I come into the room."

The teacher now asks the following questions:

Mr.—— do you walk to school?
Does Mr.—— walk to school?
Walk around the room, Mr.——
Walk to the front of the room, Mr.——
Please put your hat on, etc.

Dramatization by 2 pupils of situations requiring conversations:

Buying a suit.
Asking one's way.
Renting a room.
Ordering a meal.
Checking a trunk.
Applying for a position.

During these dramatizations, the teacher notes errors made by the pupils. Several correct forms suggested by the class are placed on the board. Other pupils then go through the conversation using one of several correct forms. The teacher avoids monotony by first making the conversations short; second, by calling on many pupils to participate; third, by changing the subject frequently.

In the upper grades conversation exercises are based on current events, on problems that confront the pupils, on elementary history and geography and civics. After the class has been organized and the class officers elected, the pupils are taught elementary parliamentary procedure. Later in the term, set debates are prepared by several pupils and the best debaters are selected for the inter class debates conducted toward the end of the term.

READING.

Most adult foreigners, like most American children, take pleasure in reading aloud in the class room. It is questionable whether the rest of the class derives either profit or pleasure from an exercise which usually is nothing more than a series of mispronunciations. No one "gets thought from the printed page" by this process. Progressive teachers have gradually abandoned the attempt to get meanings by calling words and as a result are insisting on silent rather than oral reading because their pupils outside school will read silently and not orally.

The following will suggest means to getting the thought:

1. Introducing the reading lesson by the teacher.
2. Reading aloud by the teacher.
3. Explanation of difficult words and expressions.
4. Pupils read silently.
5. Reproduction of subject matter read.
6. Questions on the content.

Pupils read aloud:

1. When all books except that of the reader are closed
2. When a pupil has prepared a selection for oral reading from newspaper, magazine or other text book.
3. When the rest of the class is busy at something else, a poor reader may be called upon to read aloud to the teacher.

The first reading material is the subject matter developed on the

board. Books are used after two or three weeks but the pupils are encouraged to read silently and to talk about the reading matter rather than to read aloud. Reading from pamphlets, circulars, signs, black-board is of even greater value than reading from a text book.

READING A NEWSPAPER.

With the average first year foreign class little or no use can be made of the English newspaper. However, towards the close of the school year when most of the "visitors" have dropped out and the cream of the pupils are left, the newspaper may be brought in to teach pupils how to find useful information such as:

1. Arrival and departure of ships.
2. Weather conditions.
3. Help wanted ads.
4. Business troubles.

A glance through any daily paper will enable the teacher to collect just what items would be of interest to his particular class.

Phonics.

For the teacher of English to Foreigners, phonic drill serves two distinct purposes, viz.,

1. To correct foreign accent, enunciation and pronunciation.
2. To furnish a key for the recognition of new words.

Judged by the results obtained, it is questionable whether correcting foreign pronunciation in adult pupils deserves the time usually devoted to it. Habits are too firmly fixed to be eradicated in the short time spent by foreigners in our Evening Schools. The time required for this purpose may usually be more profitably spent in teaching pupils to communicate their ideas even though perfection be not attained. Some corrective exercises, however, are desirable to prevent ambiguity and to correct certain racial characteristics which may easily be corrected. Such errors needing attention are:

1. Upward inflection in statements.
2. Sing song.
3. Guttural sounds of R.
4. Confusion of certain sounds:
Long *e* and *i*—*eet* for *it*.
Short *o* and *i*—*som* for *some*.
t and *th*—*tank* for *thank*.
w and *wh*—*wen* for *when*.
v and *w*—*vay* for *way*.
f and *v*—*fine* for *vine*.
gs and *gz*—*eksact* for *egzact*.
j and *ch*—*chust* for *just*.
s and *z*—*iss* for *is*.
oi and *or*—*woik* for *work*.
e and *a*—*men* for *man*.
ing for *ink*—*kink* for *king*.
th and *f*—*fru* for *thru*.

To correct such errors, the teacher should know the position of the mouth parts in forming the sounds. A good chart for this purpose will be found on pages 16-17. Very many helpful devices will be found in Maxwell, Barnum and Johnson.—Speaking and Writing, and in Hervey Hix.—Lesson Plans for Teachers.

Furnishing a key for the pronunciation of new words is the second purpose of phonic drill. The procedure is as follows:

1. Pupils learn to recognize and to pronounce about 100 words in their themes. These words are recognized as wholes without any phonic analysis just as faces are recognized as wholes without analysis of the various facial parts.
2. Troublesome words are grouped in families, e.g., who, whose, whom, hands, lands, bands.
3. Picking out phonic elements, e.g., the sound of an, ing, squ.
4. Forming new words by combining with other sounds, e.g., an with t, c, f, beg.
5. Modifying the sound by the addition of silent e, e.g., can—cane; bit—bite; cut—cute.

Caution: The new words formed must be in the vocabulary of the learner.

The following list of phonic elements will serve as a guide. The order of teaching will depend entirely in the words which the pupils know.

An, at, ad, ab, ack, am, amp. The same final consonants with e, i, o, u, ess, oud, an, urn, ook, ash, ink, ing, ew, ould, ance, aco, atch, squ, ough, eigh, ove, ow.

Civics.

Civics is taught in every grade. We include in the term "Civics" everything which will make the foreigner a better member of the community, a better worker, a better husband and father, as well as a more intelligent voter. The latter aspect of civics we reserve for grades F², F³ and F⁴ because the pupil must have a fair command of English to understand the constitution and the provisions for government. The New York State syllabus in Civics is followed in the school.

Memory Gems.

Proverbs and short sayings are memorized after they have been developed and their meanings made clear by anecdote or illustration. Pupils are encouraged to use them in talking and to give illustrations from their own experience. A suggested list of proverbs follows:

Haste makes waste.
The only way to have a friend is to be one.
A good name is better than great riches.
Never spend your money before you have it.

Speech is silver, silence is gold.
 Look before you leap.
 A stitch in time saves nine.
 Do not cry over spilt milk.
 Birds of a feather flock together.
 Never find pleasure in another's misfortune.
 Rome was not built in one day.
 One to-day is worth two to-morrows.
 Health is better than wealth.
 Do to others as you would have others do to you.
 It is never too late to learn.
 Better late than never.
 A penny saved is a penny earned.
 Save the pennies and the dollars will take care of themselves.
 Enough is better than too much.
 Do as you would have others do to you.
 An empty barrel makes the loudest noise.
 Look up and not down.
 Look forward and not backward.
 Always lend a helping hand.
 Do not count your chickens before they are hatched.
 A place for everything and every thing in its place.
 Never put off till to-morrow what you can do to-day.
 Deeds are greater than words.
 Well begun is half done.
 When the cat's away, the mice will play.
 You cannot eat your cake and have it too.
 Many hands make light work.
 Never count your chickens before they are hatched.
 Kind words never die.
 Honor thy father and thy mother.
 Every little helps.
 Think twice before you speak once.
 It is never too late to mend.
 The early bird catches the worm.
 A soft answer turneth away wrath.
 All things come to him who waits.
 Lost time is never found again.
 All that glitters is not gold.
 He who cannot obey cannot command.
 Gold helps those who help themselves.
 Better alone than in bad company.
 Live for something, do not be idle.
 The United States is a government of the people, by the people,
 and for the people.

Correction of Errors.

No list of ready made errors to be corrected can be of great value to the teacher except in pointing out types of errors to be guarded against. The following list of typical foreignisms is intended as notice to the teacher to be on guard against such expressions and to give definite instruction in eradicating these errors when they are found in his classroom. The teacher will of course correct any other foreign or unidiomatic expressions as they occur.

FOREIGN EXPRESSIONS FOR CORRECTION.

Prepositions.

I was by my daughter.	She was interested to the exciting story.
He took it off me.	Subtract 7 by 12.
He stole it on me.	We bought it by a butcher.
What's the matter of you.	He went on a party.
I ought to of gone.	Don't be angry on me.
It was surrounded of mountains.	Why you laught from me.
He came near to him.	He looks different than me.
I am not afraid of to work.	They took it off'n him.
For reference, I can get off my Teacher.	This dress is from silk.
I am not sorry off it.	They enjoyed very much on a ball.

Tense.

If he would have done....	I had a right to go (I should have gone).
I am here since 2 years.	If it will continue (if it continue).
He come home late.	He works like he doesn't like it.
He is strong like.	

Miscellaneous.

Yesterday night.	Yours respectively.
My pencil is failing.	I am interesting in the story.
He paid for the eats.	The compass what I took.
I put myself on.	I stood in the class (remain).
You have too much pencils.	To my opinion.
My brother is getting 6 years old.	A women.
It stands so in the book.	The ship became out of motion.
He always begins with me (annoys).	Spill the mixture in the sink.
He extra did it.	They were all talking to once.
They made from me a captain.	I am finished.
We stood up late.	Give him eats.
I got yet more money.	Mexico fighting between her own self.
She goes nice dressed.	His stockings were with big holes through.
He bought for 5 cents candy.	Not every house there is in here bells.
The policeman took him arrested.	He was sick on the throat.
The milk is kind of sour.	It stands written in the book.
A book fails me.	
Leave me go.	
Borrow me a nickel.	
I talk so good like you.	

SPELLING

Pupils learn how to spell those words which they use or expect to use in writing. Words are not properly on the spelling list merely because they occur in reading or in any other subject matter. The basis of selection is usefulness in writing. Since it is fair to assume that foreigners learning English will have a very limited need for writing in English, each teacher selects for spelling words from the actual written work of the pupils.

As a result of a study of letters written by foreigners, the following list of misspelled words is submitted for review purposes:

Words misspelled by Foreigners.

assessment	deserve	need	satisfy
attend	discharge	obliged	Sunday
advise	dropping	ordered	supply
address	employed	paid	some
attention	evening	possible	them
anxious	experience	please	think
away	friend	place	tell
and	forgive	obliging	too
able	from	position	trouble
against	find	package	this
attract	following	respectfully	their
advance	give	receipt	time
accept	gentlemen	remind	that's
arrived	getting	read	truly
afternoon	greatly	reason	take
brotherhood	hope	received	thousand
back	heard	request	thanking
big	haven't	receive	told
because	hear	remain	Tuesday
become	it	recommendation	tailor
business	imagine	ready	unsatisfied
black	interesting	striking	vacation
crown	in (for and)	send	very
card	is (his)	sent	whole
clerk	immediate	suffer	which
corner	if (ef)	see	when
can't	live	success	working
couldn't	lands	said	write
come	learn	season	what
collection	last	society	was
change	language	stock	why
cloth	life	suits	will
citizen	months	sorry	Wednesday
circumstances	man	system	worry
cause	meeting	struggle	with
certify	made	settle	want
don't	necessary	sir	well
decide	nay	study	your

A study conducted to determine what words are most frequently misspelled by elementary school pupils resulted in the second list submitted as a corrective to list 1.

all ready	again	been	color
already	among	break (verb)	collar
always	any	brake (noun)	can't
any one	answer	buying	could
anybody	apology	cancel	doctor
almost	believe	coming	don't
another	beginning	cloth	doesn't
around	blue (adj.)	clothes	dropping
address	blew (verb)	close	yours
across	built	comma	depth

does	manageable	until	disappear
done	managing	used	dining
dear	management	village	doubt
every one	necessary	very	declarative
except	neighbor	which	divine
escape	ninety	were	debt
eighth	ninetieth	we're	expel
enough	no one	wear	elementary
early	nothing	where	eligible
easy	nobody	write	envelope
fourth	neither	writing	excel
forty-eight	noun	written	excellent
forty-eighth	ninth	wrote	enemy
forty	nineteen	weather	enemies
February	new	woman	foreign
friend	none	women	foreigner
fourteen	now	Wednesday	filled
gas	oblige	whole	forfeit
guess	once	won't	filed
grammar	off	weak	genuine
hear	often	who's	grateful
height	original	week	guardian
heard	obedient	whose	hospital
here	peaceable	your	honorably
handkerchief	preparing	yours	hurriedly
happened	proof		humorous
having	quite	anxious	hoarse (adj.)
hoping	reign	accommodate	immediately
half	rough	accent	independence
hour	ready	athletic	infinitive
hers	separate	ache	instead
Italy	something	agreeable	interrupt
its	surely	business	illegible
into	stayed	breath (noun)	image
initiate	some one	breathe (verb)	imagine
immense	syllable	blamable	interruption
just	sincerely	breadth	intern
knew	speak	capitol	in order to
know	speech	conductor	initial
knock	studying	course (noun)	knuckle
knowledge	some time	coarse (adj.)	lengthen
kneel	sometimes	capital	later (adv.)
lose	seen	chose	latter (adj.)
loose	shining	choose	license
laid	said	changeable	lovable
led (p. p. of verb)	sugar	carriage	ledger
lead (noun)	stopped	cough	meanness
lying	stooped	cancellation	militia
meant	stripped	colonel	mischievous
minute	says	courtesy	noticeable
much	scarcely	committee	nearby
many	shoes	difficult	necessity
making	seems	describe	occurred
muscle	school	drooping	originally
motor	scholar	disappoint	occupy

omit	quiet	stretch	tied
omission	reins	secretary	tide
occupied	rain	stationery (noun)	together
occasion	red (adj.)	sergeant	to-day
omission	read (verb)	summary	to-night
operate	really	secede	to-morrow
opportunity	raise	salary	toward
occurring	rise	salaries	thinner
occurrence	risen	sufficient	thinnest
peace	rose	stirred	thrown
piece	road (noun)	siege	they
principal	rode (verb)	solve	Tuesday
paid	reason	strait (noun)	tear
planning	recite	straight (adj.)	though
planned	running	shepherd	thought
prove	referring	Spanish	therefore
plain	reference	sovereign	thorough
punctual	rowed	schedule	tenement
possible	referred	swimming	tying
pleasant	relieved	safety	trouble
pitcher	restaurant	seize	traveler
picture	receipt	seizure	throughout
past	recognize	tenant	transferred
passed	residence	truly	umbrella
preference	repetition	there (adv.)	unknown
proceed	recommend	their (pron.)	usually
preparation	recommendation	they're	undoubtedly
preferring	recollect	twelve	visible
passage	shriek	twelfth	view
purchase	suppose	too (adv.)	villain
persevere	succeed	two (adj.)	whether
preferred	success	to (prep.)	wrist
persuade	Spaniard	thief	whistle
postpone	sleeve	threw (verb)	wholly
privilege	surprise	till	woolen
parallel	scene	through (prep.)	welfare
presence	statue	tries	you're
preferring	skilful	tried	yield

A pupil knows how to spell when he can write words in context. Teaching a pupil how to spell involves two processes. 1st Focalization, or pointing out. 2nd Drill, reducing the spelling of words to habitual or automatic reactions.

For the first step, the following devices are usually employed.

1st Underscoring the confusing letter or syllable.

2nd Contrasts e. g., there—their.

3rd Marking the difficulty in color.

4th Keeping the words before pupils.

5th Using mnemonics e.g., for *pieces*; ei and ie after l and c.

6th Teaching simple rules, e.g. The rule for doubling final consonants when a syllable is added.

The second step involves sufficient drill so that a pupil acquires the habit of writing words correctly in sentences. Means to this end are:

1st Oral spelling; 2nd Writing words in columns, in paragraphs; 3rd Dictation exercised using words to be spelled; 4th Forming derivatives; 5th Arranging words in families.

COMPOSITION

Writing in English serves both as a means and as an end. As a means, pupils write to drill the words and sentences of use to them in oral discourse. As an end, pupils write to convey their thoughts in English. All foreign pupils require writing for drill on language forms, but they have a very limited need for communicating their thoughts in written English. A study conducted for the purpose of determining what kind of writing is needed and demanded by foreign pupils, disclosed the startling fact that no one asked for compositions on topics such as are usually assigned but that all wanted to be taught letter writing. Furthermore, less than 10% of the pupils wished to write personal letters because they preferred to use their native tongue in writing to relatives and friends; the rest wished to be taught simple business letters which could not be written in a foreign language.

The suggestions which follow seek to meet the needs of the pupils. The order of difficulty in teaching pupils to communicate their thoughts is followed:

1. Copying from the board into note books; not more than 5 sentences during one lesson.
2. Filling blank spaces to use words taught.
i.e. I sit.... a table.
I wipe my face with a....
A.... is used for cutting.
3. Answering questions in writing, e.g.
What is your name?
Where do you live?
How old are you?
Where do you work?
Who is your employer?
4. Filling in application blanks for postal money orders, library cards, declaration of intention, application for license, application for workmen's compensation.
5. Dictation of easy sentences, corrected from model on the board.
6. Reproduction of themes from memory.

7. Writing short business letters after a model has been presented on the board. To prevent confusion in the minds of the pupils the following form is uniformly taught:

<p>Mr. John Brown, 450 Broadway, New York City.</p> <p>Dear Sir:—</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>155 E. 4th Street, New York City, April 24, 1917.</p> <p>Yours truly, HENRY SMITH.</p>
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From the following list the teacher selects such forms as will be of use to his pupils. The list is suggestive only and does not prevent the teaching of other useful letters.

LETTER FORMS.

Letters of application—

- For a position (only such trades as apply in writing).
- Increase in salary.
- License to——(peddle, sell perishable foods).
- Membership in——(society, club, lodge).
- A letter of recommendation.

Letter of Excuse for—

- Absence from school.
- A child's absence from school.
- Failure to go to work.
- Failure to do a required work.

Letters of inquiry about—

- The cost of goods, board, lodging, insurance (fire, life).
- Desirable forms of insurance policies.

Rights under various clauses of insurance policies.
Amount due insured on his policy.
Interpretation of—Workingmen's Compensation Law.
The work of—— in school.

Letters of requests for—

Business or school catalogue, fashion book, circular or railroad guide
Samples.
Price list discounts.
Declaration of intention.
Rates for installing—(machinery, fire sprinkler, etc.).
Copies of free publications.
Repair man, e.g., Gas Co., landlord.

Letters reporting—

Loss of parcel in street car.
Sickness—to employer, to lodge.
Accident—to Compensation Commission.
Fire—to Insurance Co.

Letters of complaint—

To a Municipal Department—garbage not removed, dark halls, obstructed stairways, failure to report contagious diseases.
To Public Service Com.—Overcharge by Gas Co. Insufficient heat in cars.
To Post Office or Express Co., money order lost, not paid.
To a mercantile house—overcharge; goods not delivered; quality not satisfactory; package broken; lack of courteous treatment.

Notices—

Of removal.
Formation of firm.
Change of business detail (price, discount, kind of goods, etc.), new styles.
Lodge meeting.

Sales Letters—

Simple letter offering goods for sale.

Ordering Goods—

By description; by reference to catalogues, by reference to previous transactions; duplication of orders.

Acknowledgments—

Receipt of check, money or money order; receipt of goods.

Dunning Letters—

Request for salary overdue; for money loaned; for money due in business transactions. Follow up letters.

Formal notes—

Of invitation, e.g., wedding; confirmation, acceptance, declination; announcements; e.g., wedding, birth.

ARITHMETIC

Under this heading, the following work is done with first year foreign students.

1. Reading and writing of numbers—ordinal and cardinal, taught by the conversational method only. How many fingers have you? How many cents in a dime? How old are you;
2. Telling time.
3. Meaning of signs such as \$, c., 2 for 3c.; 10c. doz.; \$1.98.
4. Writing and reading such signs.
5. Making and understanding checks, bills, and receipts, postal money orders.

THEMES FOR FIRST YEAR CLASSES

Light the Fire.

I get out of bed.

The house is very cold. My room is cold.

I take some newspaper.

I put the paper in the stove.

I place some dry wood on top of the paper.

I strike a match and light the fire.

The fire burns briskly, (brightly).

Then I put some coal on the fire.

The fire warms the room.

I Get Up In the Morning.

I look at my watch and see that it is half past five.

I jump out of bed.

I put on my clothes.

I wash my face, hands and neck.

I put on my collar and tie.

I clean my teeth.

Then I brush and comb my hair.

Now I go to the dining room for breakfast.

I Go to Work.

I leave my house at seven o'clock to go to work. I work at Third Avenue and 59th Street.

I walk to Second Avenue, corner of Fifth Street.

I see a car coming that goes to 59th Street.

I go into the street from the sidewalk.

I signal the motorman. He sees me and stops his car.
I enter the car and pay my fare.
I ride to 59th Street.
I leave the car and walk to my shop.

I Wash My Hands.

I go to the sink.
I roll up my sleeves.
I turn on the water.
I take a piece of soap.
I hold the soap under the running water.
I rub the soap with my hands.
I wash my hands in the water.
I turn off the water.
I dry my hands with the towel.
I roll down my sleeves.

Opening the Door.

I am sitting in my chair.
I get up from my chair.
I walk towards the door.
I stop at the door.
I stretch out my hand.
I take hold of the door knob.
I turn the knob.
I pull the door towards me.
The door moves.
The door is open.

PARAGRAPHS DEVELOPED IN CONVERSATION.

To Buy Shoes.

I have a pair of torn shoes.
The streets are wet from a heavy rain.
I do not want to have wet feet so I make up my mind to buy new shoes.
I go to a shoe store in my neighborhood.
The salesman asks me what I want.
I tell him I want a pair of shoes.
He asks me what kind I want, button or lace.
I answer that I want a pair of lace shoes.
He takes my size and tries on a pair of lace shoes.
I am satisfied with these shoes.
I give him the money and walk out of the store.
I have bought new shoes.

Noon-Hour.

1. The factory whistle blows. It is twelve o'clock.
2. I feel hungry. I have worked hard all morning.
3. I take off my working clothes, go to the sink, wash my hands and face.
4. I feel fresher now.
5. I go to the nearest restaurant. The food is clean. The service is clean.
6. I order my lunch.
7. I eat slowly.
8. It is not how much I eat, but how I eat it.
9. I finish my meal and take a slow walk back to the shop.
10. I meet a friend on the way. We chat about pleasant things.
11. I feel ready to work hard in the afternoon.

SECOND YEAR (F²)

Pupils in this grade have either completed F¹ or can speak and read English fairly well.

Oral Composition:

Useful subject matter is developed by questions from the teacher and the answers written in paragraph form on the board. The class reads, asks questions and finally copies the work on the board into their note books. Suggestions for the topics used for development are:

Hygiene—How to ventilate a room; keeping food clean.

Economy—High cost of living. Planning expenditures; Municipal market; food dictators, where to put savings.

Industry—Preparation for better position; industrial centers; wages in different trades; health consideration in occupations.

Aesthetics—Museums; places of amusement; places to visit; public concerts.

Education—Pre-vocational, vocational, technical and agricultural schools; scholarships in schools and in colleges.

History—Brief biographies of national heroes in connection with national celebrations.

Civics—The Post Office; the Library; City hospitals, dispensaries; the Police Department; Tenement House department; Municipal ordinances, e.g., spitting, carrying fire arms, obstructing fire escapes; congregating; selling spoilt food; licenses.

Conversation:

Special emphasis on dramatization of actual situations requiring English conversation. Two or more pupils conduct a brief conversation, the teacher notes errors and suggests variant methods for expressing the ideas.

Suggested topics:

Exchanging an article in a department store.
Buying an article.
Asking one's way.
Requesting an increase in salary; a day off.
Offering an excuse or apology.
Greeting.

Spelling:

See list of words frequently misspelled.

Words selected from the written work of the pupils.

Difficulties pointed out; words drilled orally and in written sentences.

Phonics:

Correction of errors in pupils' conversation and in oral reading.

Review of difficult phonograms, see F¹.

Language forms and Grammar:

1. Only so much grammar is taught as will be immediately applied by foreigners in written and in spoken English, e.g. Plurals of nouns are taught in sentences so as to associate the correct forms of nouns and verbs.
2. The past and future tenses in sentences containing adverbs of time, e.g. He went to the shop yesterday, last week, a year ago. I shall go to work to-morrow, when I feel well; later.
3. The genders of simple nouns, e.g. man—woman; cock—hen; boy—girl; bachelor—man; father—mother; bull—cow; king—queen; master—mistress; son—daughter; uncle—aunt; widower—widow; Jew—Jewess; heir—heiress; lion—lioness; actor—actress; prince—princess.
4. The use of personal pronouns to represent an antecedent, e.g. This man wants a job. *He* is a good workman. *He* has a little sister. Do you know *her*? *His* father and *his* mother came to America. *They* are good people. *Your* coat is torn. *It* needs mending.
5. The use of possessive nouns and pronouns.
6. Simple and progressive forms of verbs contrasted and explained in sentences, e.g.,
He works every day.
He is working now, at this time.
7. The use of do and have in questions.
8. The force of the conjunctions, and, or, but, not only, but also; either, or, neither, nor; both, and, and such subordinate conjunctions as the pupils require in expressing their thought.
9. Comparison of adjectives and adverbs in sentences.

Written Work:

1. Copying paragraph developed on the blackboard.
2. Filling blank spaces, e. g.
The..... bakes bread.
We buy meat from the.....
A knife is used for.....
I wear a..... on my head.
3. Dictation of short paragraphs or sentences having for their object (1) drill on words frequently misspelled, (2) capitalization, (3) punctuation.
4. Writing of short business letters after models have been presented. See list of suggested topics.
5. Writing original compositions on topics developed orally. Two or three compositions are written on the board and are corrected by the teacher in the presence of the class. The other compositions are corrected by the teacher and returned to the pupils. From these compositions and from the letter the teacher selects words for spelling drill and sentence structures for correction.
6. Abbreviations: The names of States and of such common words as the pupils are likely to need, e. g.

Mr.	M. D.
Mrs.	Oz.
Gov.	A. D.
P. O.	B. C.
Supt.	amt.
	etc.
7. Usual Contractions, e. g.
I've, He doesn't, They can't, I'll go, He's, You're, I'm, it's.
8. Punctuation: The use of quotation marks, question marks, periods and commas.
9. Capitalization: The first word in a sentence, I, proper nouns and adjectives, North, East, South, West.

Reading:

For general directions see F1.

Subject matter and vocabulary are somewhat more difficult.

The teacher judges the reading material by the following

Standards: 1st—Its interest to the class of pupils taught.

2nd—Its value to the pupils.

Excellent selections are obtained in historical and geographical readers, in pamphlets and circulars freely distributed (see pamphlets of the Sons of the American Revolution). Toward the end of the term, the reading of a newspaper once a week is attempted.

Memorizing:

Short sayings and mottoes. Biblical proverbs. Extracts from famous speeches. Brief verses within the comprehension of the pupils.

Arithmetic:

Easy problems involving fundamental processes. The emphasis is on understanding the problems and the transactions involved rather than on securing accuracy and speed in solving. The commonly used tables, e.g.

12 in.	= 1 foot
36 in.	= 1 yard
A city lot	= 25 ft. x 100 ft.
2 pints	= 1 quart
4 quarts	= 1 gallon
8 quarts	= 1 peck
4 pecks	= 1 bushel

TOPICS DEVELOPED IN CONVERSATIONS.

Looking for Work.

The best thing for a man to do who is out of work and looking for a good position is to buy a morning newspaper. Turn to the sheet which has the "Help Wanted" advertisements. Select one which you like and put the name and address on a piece of paper.

You then go to that place and ask to see the boss or manager. He will ask you many questions about your experience, wages, and references. Be sure and tell the truth because he will investigate what you tell him.

The boss then says to you that he will write you in a few days. If he is satisfied with you he will send you a postal card asking you to come to work.

Taking out a Library Card.

If you would like to take books from the library, go to the library. Tell the librarian what you want. She will give you a paper on which you write your name, address, occupation, place of business and also the name and address of your reference.

In a week, you go back to the library. If everything is all right, you will be given a card. With this card, you may take out books.

Immigration.

Immigration is travelling from one land to another. People leave their own countries to find better homes. Some want a chance to improve their conditions. Others go to foreign countries for religious freedom. Immigration to the United States is very large. We receive nearly one million people every year. This causes crowd-

ing in certain parts of the country. Many Americans object to immigration. They say it spoils their own chances of making a living. They say foreign labor is cheap, because foreigners have a low standard of living.

Going to a Doctor.

The man feels sick. He cannot eat or sleep. He is too weak to work. He is seriously ill. His friends advise him to go to the doctor. He tells the doctor he does not feel well. The doctor examines his patient. He uses his instruments to find the cause of the illness. He tells the man why he is sick. He writes out a prescription. This is for the medicine. The man must take this medicine to be cured.

The Newspaper.

The newspaper is a printed sheet of paper. It gives us an account of all the events of the day. Each newspaper has a great many reporters. It is the business of the reporters to find out what is going on. If there is a great fire in the city a reporter describes it. The next morning the paper will give an account of it.

The newspaper also tells about commerce, national and foreign affairs, music, politics, and sports. The newspapers contain a great many advertisements. Each newspaper is in charge of editors and managers. Some editors write editorials upon public affairs. The newsboys sell the papers on the street.

Central Park.

Central Park is one of the largest as well as one of the most beautiful parks in the world. It extends from 59th Street to 110th Street and from 5th Avenue to 8th Avenue. Everybody, rich or poor, young or old, finds pleasure and health within its boundaries. In it there are hills and valleys, shrubs and trees, lawns and flower beds, walks, statues and fountains, drives and lakes, bridges, archways and tunnels, reservoirs and menageries, etc.

There are two museums in Central Park. The museum of Art is on 5th Avenue and 82nd Street. The Museum of Natural History is at 79th Street and Central Park West. On the east side of Central Park at 64th Street, there is a menagerie in which animals of many varieties may be seen.

There are many statues and monuments in Central Park. On the hill stands the Egyptian Obelisk which is over 3500 years old. At 59th Street and 8th Avenue there is a statue of Columbus.

The High Cost of Living.

Everybody is complaining that the cost of living is going up. Everything costs more than it did a year ago. Fish, meat, bread,

eggs, milk, fruit, clothes, coal, rent,—all are now dearer. But wages too have been raised. The country is prosperous. Everyone is buying and selling. Almost everyone is making money and spending it.

The Strike.

When our union struck yesterday, I could not make up my mind to join the strikers. They demanded higher wages, shorter hours of work, and more sanitary shops. I desired all that, too. But they wanted our employer to recognize the union. He refused, he said, because he had had experiences with other unions, and he thought they were all bad. Perhaps he will change his mind.

How to keep well and prevent Consumption.

Consumption is spread by careless spitting. Spittle on the floors of rooms, halls, stores and cars dries and then it will certainly be breathed in the form of dust. One should be very careful about this.

Plenty of fresh air and sunshine is the only cure for consumption. Fresh air and sunshine are the two most essential things to good health.

Night air is as good as air during the day. A person should breathe only through the nose. Try to avoid rooms that are hot, crowded, dusty and damp. Live on plain food and eat regularly. Chew the food well and slowly. Do not use ice-water.

The window of the room should be open, especially when you sleep. You should never sleep in your clothing. Be sure the clothing is dry. Damp clothing and wet feet are very injurious.

The human body.

The nose is the organ of smell. Its principal parts are the nasal bone and the nostrils through which we inhale air.

The mouth consists of two lips, thirty-two teeth, the gums and palate. The front teeth are used for biting, the back teeth for chewing. We must clean them every day with a tooth brush to prevent them from decaying.

The trunk consists of the chest and belly. Inside the breast are the lungs and heart.

The lungs are used to purify the blood by inhaling fresh air and exhaling impure air. The heart drives the blood through the arteries of the whole body.

The human body can be compared to a machine. They must both be kept in good condition.

The machine must be oiled and cleaned. The body must be washed and well fed. The pores of the skin must be kept open.

To keep the pores open you must use plenty of warm water and soap.

We must also look after our hearts, and lungs, and stomachs. We must fill our lungs with plenty of fresh air. We must feed our stomach with wholesome food. We must take plenty of exercise to strengthen our hearts and muscles. In this way, we will be able to keep the human body in a healthy condition.

Care of the Teeth.

We should pay a great deal of attention to our teeth. The teeth are covered with a hard substance called enamel.

Some of the food that we eat always sticks to our teeth. If we do not remove the food it decays, and the germs begin to eat away the enamel of our teeth. Once the enamel is eaten off by the germs, the teeth easily decay.

We must therefore remove all particles of food from our teeth.

The best way to do it is to brush our teeth before going to bed and when getting up in the morning.

Exercise.

Exercise is necessary to good health. By exercising properly we strengthen our muscles, expand our lungs and chest, and improve the condition of the heart.

Deep breathing helps to purify our blood.

Walking, running, jumping, and other exercises increase the circulation of the blood.

It is therefore very important to do daily exercise.

Walking is considered to be the best exercise.

THIRD YEAR (F³)

Subjects for Oral Composition:

Current topics—educational, economic, industrial, poetical, historical, geographic; Safety First requirements (See State Bulletin), Fire Prevention; the work of Municipal depts; workmen's compensation.

Topics are developed and then written on the board; pupils discuss, read and copy. The sentence structure should be illustrations of the grammatical principles taught, e.g., The use of capitals; quotation marks; complex sentences showing variety in the use of conjunctions; the infinitive for the noun participle to secure variety; the proper use of shall, will; in, into, between, among.

Conversation:

1. Class discussion on topics suggested and on topics of personal interest.

2. Short stories prepared by the pupils and told in class.

3. Short debates on current topics.

Spelling: words selected from the written work of the grade. See list of words misspelled by foreigners.

Written Composition:

Emphasis on letter writing of a very practical nature. See list of suggested topics.

Development of written outlines after oral discussion of new subject matter.

Compositions on useful subjects from outlines developed on the board.

Variety in compositions may be secured by suggesting different ways of beginning, of ending; by changing structure, by expanding a short statement, by condensing a long one.

Dictation:

Short selections for the purpose of illustrating a rule or principle in grammar, punctuation; for teaching the use of words; for testing spelling.

Reading:

See F1 for suggestions as to method.

Newspaper and magazine articles are read at least once a week. Articles are read for their interest and because they furnish desirable information; advertisements offering positions; offering land for sale; business opportunities; important news items; simple editorials.

Test books like the Gulick Hygiene Series, Wallach's Citizenship and Strantenmuller's Home Geography give excellent material for reading.

Memorizing:

Short sayings and mottoes, Biblical proverbs, short poetical and prose selections.

Prefixes and Suffixes:

un	dis	er—or
im	out	ish
re	a	ize
over	sub	ard
ante	ex	less
pre	ing	dom
under	ist	en
ad	ness	

Homonyms:

Only such words as are frequently used:

piece—peace	seen—scene	principle—principal
see—sea	cent—sent	air—heir
meat—meet	right—write	

Arithmetic:

Problems involving fractions; one or more processes. It is more important that the pupil understand the nature of the transaction involved than that he obtain a correct answer. Hence most of the arithmetic takes the form of language lessons on the problem with incidental solutions of the problems. No time is wasted on long problems or on problems involving arithmetical difficulty. The figures given are such as are usually found in the transactions involved.

TOPICS FOR READING DISCUSSION AND DRAMATIZATION

Sending Money to the Old Country.

"Good evening, Mr. Smith, how do you do?"

"Very well, thank you. How are you?"

"Thanks. I am quite well. Can you tell me how to send money to my parents in the old country?"

"Certainly. I shall be glad to explain. Go to the Post Office and find the money-order window. You may have to stand on line for sometime."

"What shall I do when it is my turn?"

"Give your money to the clerk and tell him the name and address of your parents to whom you send the money."

"Does the clerk give me a receipt?"

"Yes. Keep it to show that you paid the money. The Post Office will then send the money safely to your parents."

"Thank you very much."

"You're quite welcome."

A Telephone Conversation.

"Did you call me up this morning?"

"Yes, I asked Central to connect me with Orchard 5941, but she answered 'The wire is busy.' I waited a few minutes and again dropped the coin into the slot. This time the wire was not busy. I asked for you but your brother answered the 'phone.'"

"What did he say?"

"He told me to hold the wire while he looked for you. He soon came back and told me you had gone."

"I am very sorry I missed you but I had to keep an important appointment when you called me up."

A Good Salesman.

"What work do you do, Jack?"

"I am a salesman in a large store."

"Do you like your work?"

"Yes, my work is quite interesting. I meet all kinds of people and I must know how to get along with them."

"What must you know in order to become a good salesman?"

"You must know the stock, the price and the quality of the goods you are selling. What is most important of all, is that you must be patient, polite and cheerful."

"Do you work in a one-price store?"

"Yes. I am very fortunate in working in a one-price store, as I do not have to haggle with my customers."

Opportunities for Advancement.

This country has been called the land of opportunity. There is much truth in this statement. Hardly any other country gives its people so many opportunities to improve their condition.

Every year more and more well paid positions are offered to able and ambitious men and women. Hundreds of thousands have positions in the city, state and federal civil service. Everybody is allowed to take civil service examinations, provided he is a citizen and has the required education. The best candidates are then selected.

Fresh Air.

Fresh air is as important for health as good food. If we breathe bad air our body is poisoned and we get sick. If we breathe fresh air, we keep healthy and strong.

Sleep with your windows open. See that your factory windows are open and that you get plenty of fresh air. If you don't get it, you should complain about it.

Evening Schools.

A very important part of the work of the Board of Education is done in the Evening Schools. The most interesting of Evening Schools are those where English is taught to foreigners.

Here, men from other countries are taught to speak, read and write our language. In a few years most of them learn to do these things very well. Many pupils even go to Evening Schools later.

In this way, our Government tries to help new citizens.

What Unions Have Done.

We usually think of a union as a means for getting more money for the worker. It is true that unions try to get better wages for their members but unions have done some things of greater value. They have made working conditions better. They have reduced the number of hours of labor. Furthermore, unions have improved the sanitary conditions in the shops by making the shops clean, light and airy. They have reduced the danger from fire and from accidents in handling dangerous machinery. They have installed many safety devices to prevent accidents.

Prevention of Sale of Spoiled Food.

Rotten and unclean food, sold to the innocent purchaser, causes much sickness, and sometimes, death.

What does the city do to keep bad food from being sold? The Dep't of Health employs Food Inspectors. Those men go to the different food markets, stores and pushcarts and examine the food which is being sold.

If the food looks bad or is spoiled or rotten, the inspectors take it away; and it is later thrown into the river. In some cases the people who try to sell rotten food are arrested and fined.

Prices of foods are so high, that a purchaser should get the best and cleanest for his money. Good, clean food, well cooked and chewed means good health. The city is trying to help you. Help the city by refusing to buy spoiled or rotten food, even if it is cheap.

The Public Library.

The City of New York has spent millions of dollars to give libraries to the people of the city. A library building in each district of the city is open for use by all residents. These libraries contain books on all subjects and in many languages but mainly in English.

Any resident of the city can join the library by making out an application and giving some business man as a reference. After your application has been accepted, you receive a card. This card outlines you to take books home from the library.

The library is open every day except Sunday. You can go there to take out books or to use the reading room, where you will find all the latest papers and magazines. Join the library now, as it will help you to learn the English language.

Connected Sentences Showing the Use of Words Italicised.

Last night I gave a book to *my* brother. I told *him* to read this book. *Those* volumes I liked very much.

To-day, I finished reading *them*. I went back to my brother and said, "*These* books are *yours*. Will you let me have *mine*?" He answered, "Yes, I will give you *your* books. Our sister wants to read *those* books which you have in *your* hand." So, I gave *them* to him, because I wanted my sister to have them.

After this my brother and I went down to see *our* parents. You know the house *we* live in belongs to *us*. *That* house over there is *ours* also.

My sister and brother together own an auto. *Their* auto is not as good as *mine*. *Theirs* costs less than *ours*.

Americanism.

America stands for democracy, freedom, equal chances for all.

America also stands for humanity, that is humane treatment of all persons.

Any foreigner who has a good character and believes in Government for the people and by the people, who becomes a citizen of the United States is an American. He has as much chance as anybody to advance himself and to reach any position that he is able to hold.

Any person regardless of color, race or religion, has a chance here. Notice the difference between the United States and Russia.

Employment in the United States.

The U. S. is so large a country that people can find work at many trades and in many industries.

In the western part, there are many high mountains from which men dig gold, copper and other metals. We find many farms for fruit there.

In the central part, the land is flat and people raise cattle. There is a good deal of farming.

In the eastern part, we find mines of coal, farming and mainly manufacturing. The most important occupation is manufacturing because this part of the country is nearest to Europe. Much of our trade is carried on with Europe.

Consumption.

Consumption is a contagious disease. It is caused by tiny microbes or germs.

The microbes grow in dark, damp, and dirty places. They can be killed by boiling, and by getting plenty of fresh air and sunshine.

Consumption attacks us at any time. Nearly one million people die yearly from this disease.

To prevent consumption we should get plenty of outdoor exercise. We should fill our lungs with fresh air. We should eat nourishing food. We should sleep with our windows open. We should avoid spitting on the sidewalks and in the cars. In short, we should live a clean and healthy life.

New York City.

New York City is divided into five districts or boroughs.

These boroughs are called Manhattan, Bronx, Brooklyn, Queens, and Richmond.

New York City is the second largest City in the world. It has a population of about five million people. The residents come from all parts of the world. We can therefore call New York City a cosmopolitan city.

The city has many beautiful parks, museums, and other interesting sights for the people to see.

FOURTH YEAR (F⁴)

Conversation.

Based on reading from the text, from newspapers and on current topics of interest.

The following suggestions are offered.

- 1°. Pupils to tell short anecdotes.—humorous—serious—personal.
- 2°. Summary of lessons.
- 3°. Dramatization of events discussed.
- 4°. Original speeches.
- 5°. Debates—in the class; between classes.

Increasing vocabulary.

1. By learning proper use of subordinate conjunctions and of transitional words.

Likewise	so then	at the same time
wherefore	too	for all that
further	only	on the contrary
moreover	then	because of which
either	yea	on the other hand
thus	similarly	in addition
so	secondly	in consequence
whence	so that	
notwithstanding	yet	on this account
besides	again	in spite of this

2. By studying the dictionary.
3. By study of synonyms.
4. By varying expressions as found in reading matter—condensation of sentences into words or phrases; changing construction, e.g., the method of beginning; the order of words.
5. By summarizing reading matter.
6. By writing.
7. By arousing curiosity as to the meanings of words.
8. By having pupils carry a small note book for words acquired.

Formal Grammar.

A review of the 8 parts of speech; sentences classified as simple, compound, and complex;

Subject, predicate, predicate noun and predicate adjective; object of verb; object of preposition.

Review of tense; the uses of shall and will.

Use of words; in sentences—

Loan	lend	borrow
likely	liable	
into	in	
lie	lay	
sit	set	
learn	teach	

Case forms in such sentences as—

This is a matter between you and—(I, me).

It is—(he, him).

He is a better man than (I, me).

(Who, whom) did you say is here?

You and—(she, her) can enter.

He is the man (who, whom) I think will be discharged

I shall go with you and she—her.

Singular and plurals (*when used with*), each—every, no, as well as.

A man and a woman (was, were) brought in.

Every man and every woman (was, were) discharged.

Either the man or the girl (go, goes).

John as well as Frank (is, are) mistaken.

The captain with all his sailors (was, were) lost.

Every man in the school (seem, seems) happy.

A stay of several years away from home (has, have) made him homesick.

Not one of the men (was, were) there.

Antecedents:

Let each of us do (his, their) duty.

Every plant and every animal produces after (their, its) kind.

No citizen can afford to fail in (his, their) duty.

Very few of us can do as (they, he) (wish, wishes).

Not one of the men (was, were) kept.

Prefixes and Suffixes:

en	post	ous
fore	pre	some
mis	semi	ence
ad	trans	ion
co-con-com	bi	ate
circum	full	ance
de	ant	ive
in-il-ig-ir	able-ible	
inter	ary	

Arithmetic:

Problems involving percentage and its applications in Profit-loss; Insurance; interest; discount.

The direct cases alone are taught. See F³ for suggestion as to the nature of problems.

Memorizing:

Same as F³

Selections from famous state papers.

Selections from Shakspeare.

Reading.

Easy prose masterpieces such as Hale's "A man without a country;" Franklin's "Autobiography," Longfellow's "Tales of a Wayside Inn," Elbert Hubbard "A message to Garcia."

Short Poems.

Hunt—About Ben Adhem.

Whitman—Captain, My Captain.

Tennyson—Sweet and Low

Sill—Opportunity.

Longfellow—Paul Revere's Ride.

Speeches.

Lincoln's Gettysburg Address.

Patrick Henry—Speech in the Virginia Convention.

State Papers.

The Declaration of Independence.

Selections from the Constitution of the United States.

Newspapers and Magazines.

Once a week, the class should be taught how to read a newspaper.

Editorials and news items should be read and discussed in class.

Spelling.

Words taken from pupils written work.

For review purposes, the list of words frequently misspelled is used.

For suggestions on drill see F¹.

Composition.

Letter writing—see suggested topics.

Outlines for compositions to be delivered orally.

Summaries and reviews of lessons in other subjects.

Dictation of short paragraphs to illustrate a definite principle or rule in grammar or punctuation or for drilling the spelling of words written in content.

Homonyms.

Only words commonly confused are taught;
e.g., pair—pear; bear—bare; to, too, two; eight, ate; their—there; waste—waist; hole—whole; wear—ware.

Synonyms.

These are taught, (1) by illustrating each in a sentence, (2) by exact definition, (3) by use in sentence by the pupil.

Use of the Dictionary.

Pupils arrange words beginning with the same letter; beginning with different letters.

Practice in finding words; in fitting meanings to context; in finding synonyms, in accenting and enunciating words.

Correct Use of Words.

Choice of Prepositions.

Choose the proper prepositions in the following sentences:

1. (In, into). Come—the house, and see what I have—my desk. Who has been looking—my desk? Throw this paper—the fire. There is a fire—the next room. Take this box—the bedroom and put it—the closet. Have you been playing—the street?

2. (Between, among). There has been war—France and Germany. —you and me, I think the apples should have been divided—the five boys equally. I saw—the crowd who stood—the tree and the house.

3. (By, with). The chair was mended—Mr. Smith—glue. The man struck me—his cane. He was displeased—my conduct. He was punished—his father.

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